



Supporting Early Childhood Development

State Policy Choices

Presentation by:

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Washington Learns



To discuss

- Background

- What do young children need?

- Why is ECD important?

- Where have we been?

- What are the current challenges

- What policy choices are states making?



Young children need

- Strong families
- Good health
- Positive early learning experiences
- Supportive communities



Early childhood development is first step in lifelong learning...

- Early education lays the foundation
 - Period of rapid brain development
 - Nature and nurture important
 - Early investments pay off later
- Quality k-12 continues the gains made in the earlier years
- Higher education system prepares the workforce needed to staff ECD



Where have we been?

- 1960's Head Start
- 1970's Number of mothers working and demand for child care grows
- 1980's State pre k emerges
- 1990's Interest in brain development, readiness goal- increased federal funds in Head Start, Early Head Start and child care, increases in state prek
- 2000's Interest in ECE continues due to NCLB, economic benefits, community development potential. Focus on system development, early learning standards and assessment

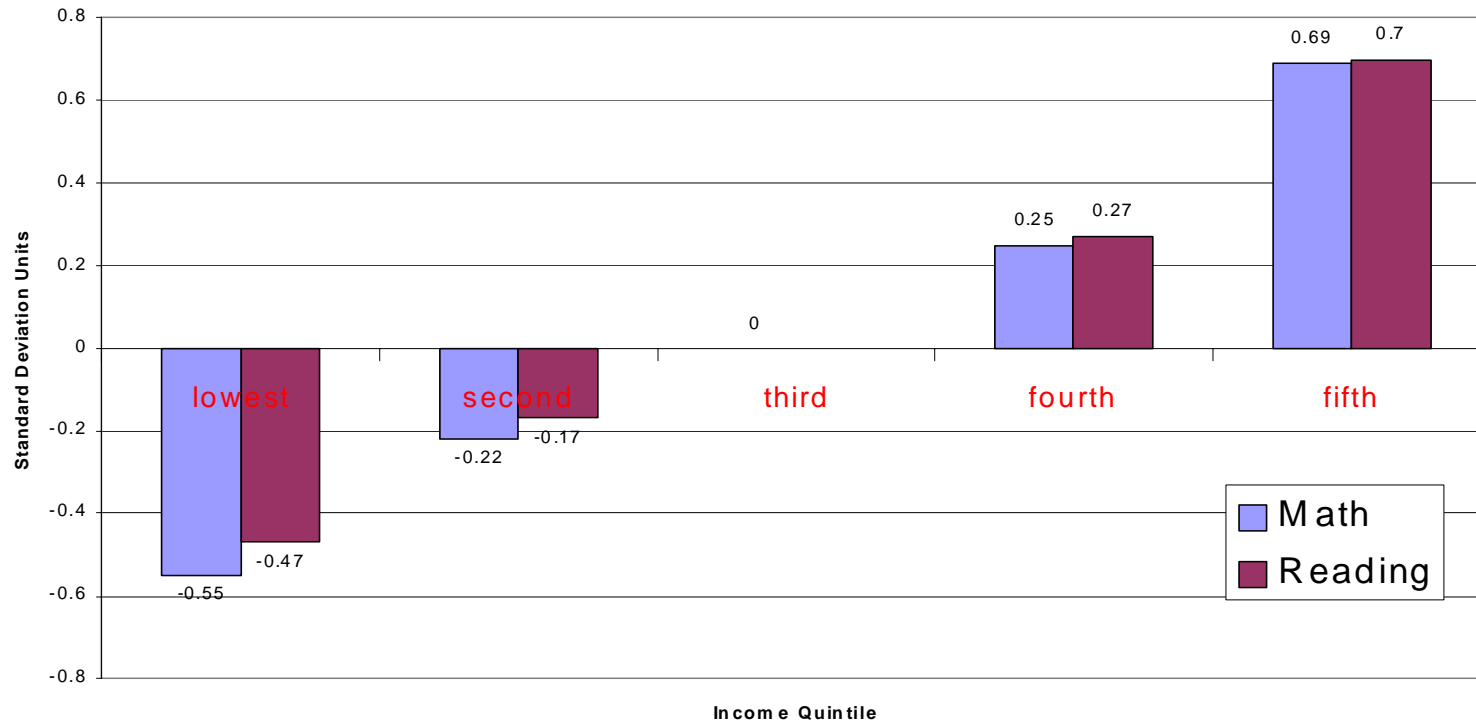


Challenges

- **Increasing investments in the early years**
- **Improving the quality of services, particularly the ability to recruit and retain qualified staff**
- **Building more cohesion in the system across funding streams and developing integrated service delivery across early ed, health and family support**
- **Creating services that meet the educational needs of children and the needs of working families**
- **Assuring that services build on the strengths of cultural and linguistic diversity**

An uneven start

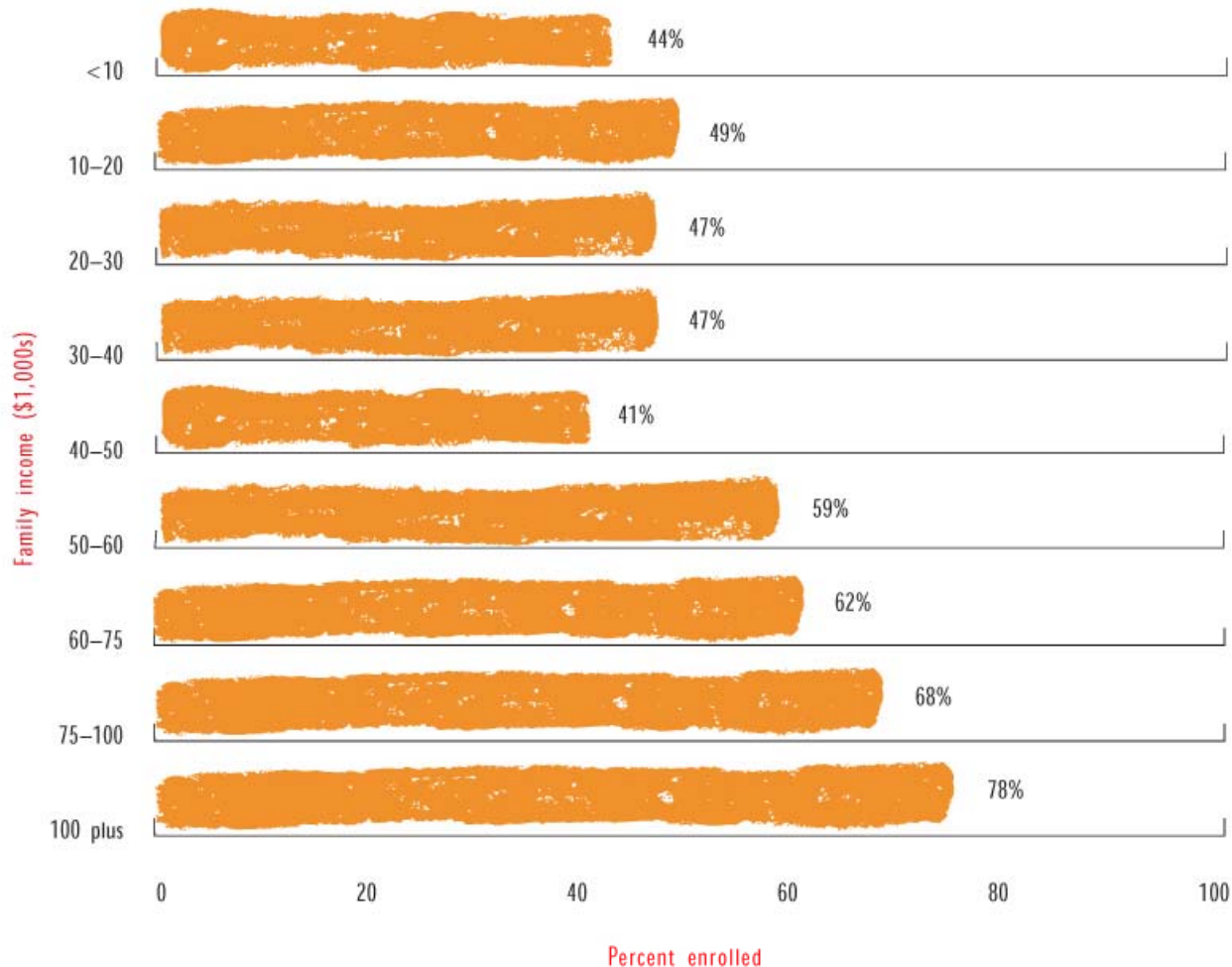
SES Difference at Start of K



Household income quintile ranges, U.S. Census Bureau, 2000: lowest: 0-\$18,000; second: \$18,000 – 33,000; third: \$33,000 – 52,000; fourth: \$52,000 – 82,000; fifth: \$82,000 and over

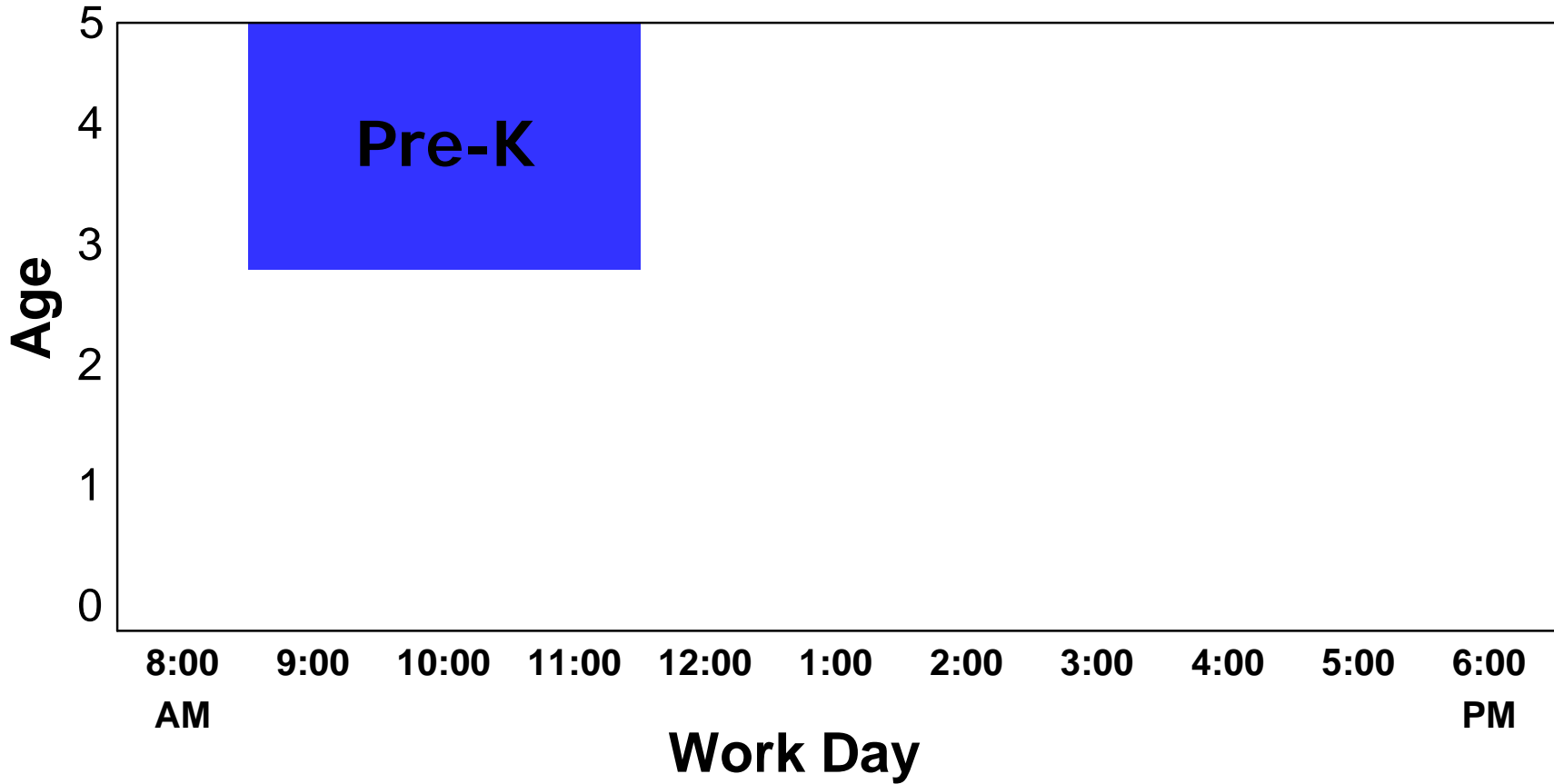
SOURCE: Valerie Lee and David Burkam, *Inequality at the Starting Gate*, Economic Policy Institute, 2002, p.18.

Preschool participation by family income, 2001



Source: Barnett, W.S., et. al. (2004). *The State of Preschool: 2004 State Preschool Yearbook*. New Jersey: National Institute for Early Education Research.

The need to integrate prek into child care and bridge prek and services for 0-3





States are making important choices in building an early childhood development system....

- Governance
 - Financing-structure and source
 - Early Learning Standards
 - Quality Rating Systems
 - Professional Development
-
- Pre-k
 - O-3 initiatives



Governance

- Moving all ECD funding streams together and creating a new agency (Department of Early Education and Care-Mass)
- Pulling certain programs together (ie Prek, child care quality, Head Start Collaboration) and working collaboratively with child care subsidy agency (Department of Early Care and Learning-Georgia)
- Creating a dual appointment across agencies and a public-private partnership (Pennsylvania)



Structuring 0-5 funding

- North Carolina (Smart Start)
Birth to Five Community Partnerships (12 states)
- Illinois Early Learning Block Grant (Pre-k with a set aside for infants and toddlers)



Sources of funding

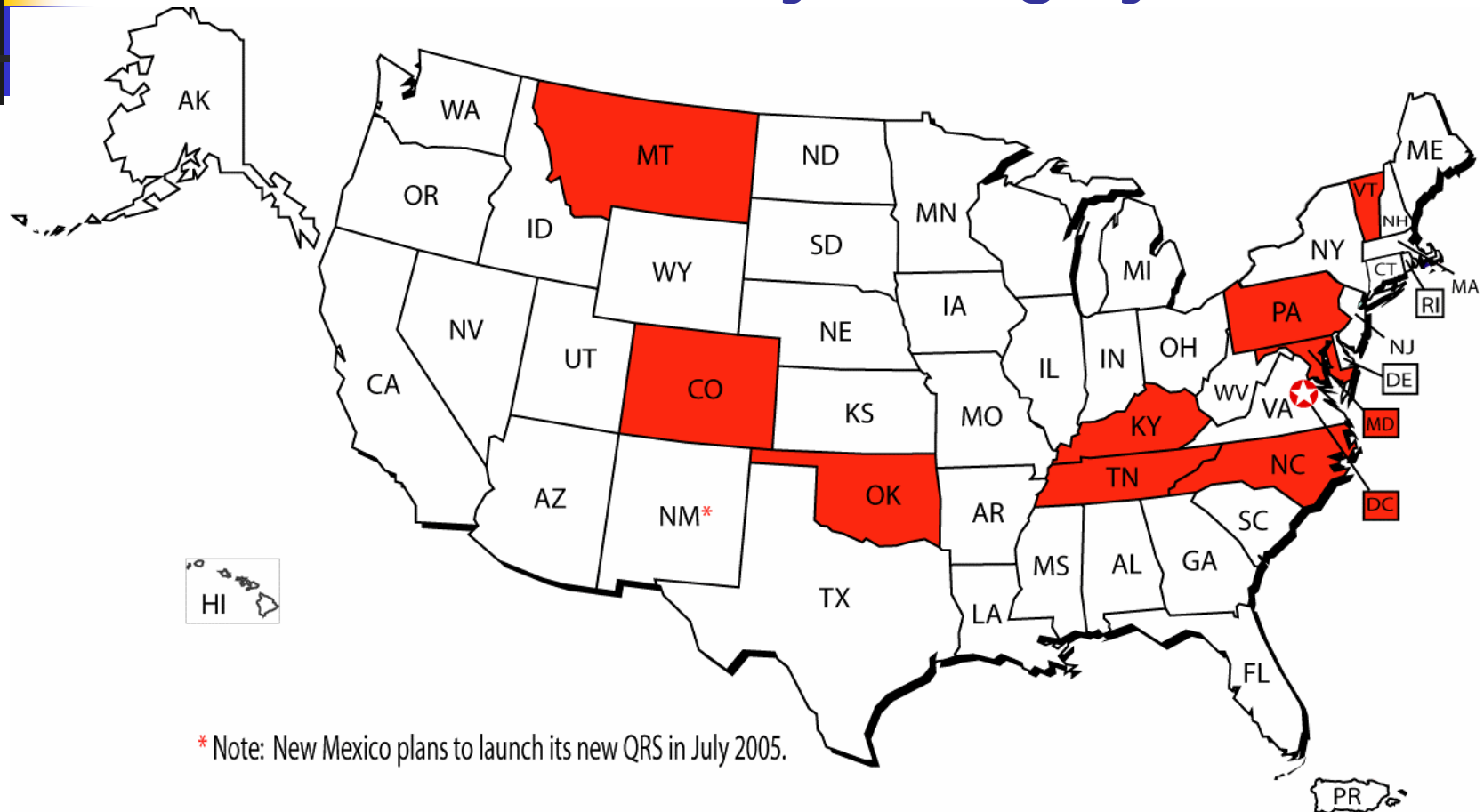
- Lottery/special tax (Georgia, Arkansas)
- General state revenue
- Federal funds
(Head Start, CCDF, TANF, Title I)

Legend:

- ELGs for prekindergarten
- ELGs for birth through 5 years
- No ELGs or data not available

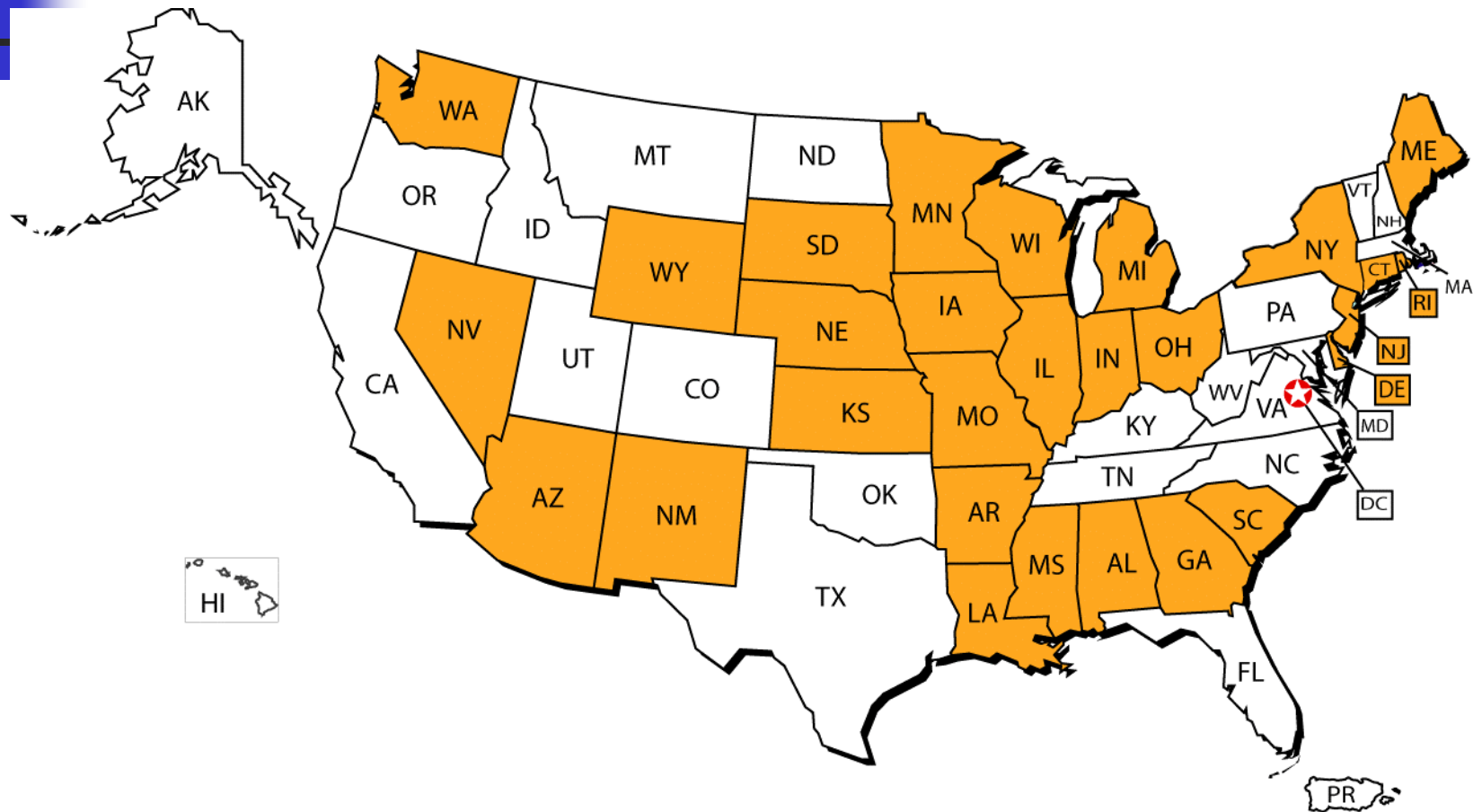
Source: Information collected by the National Child Care Information Center as of July 2005.

10 States Have Implemented a Statewide Quality Rating System



* Note: New Mexico plans to launch its new QRS in July 2005.

At Least 25 States Are Exploring or Designing a Statewide Quality Rating Systems



Source: NCCIC



Professional development

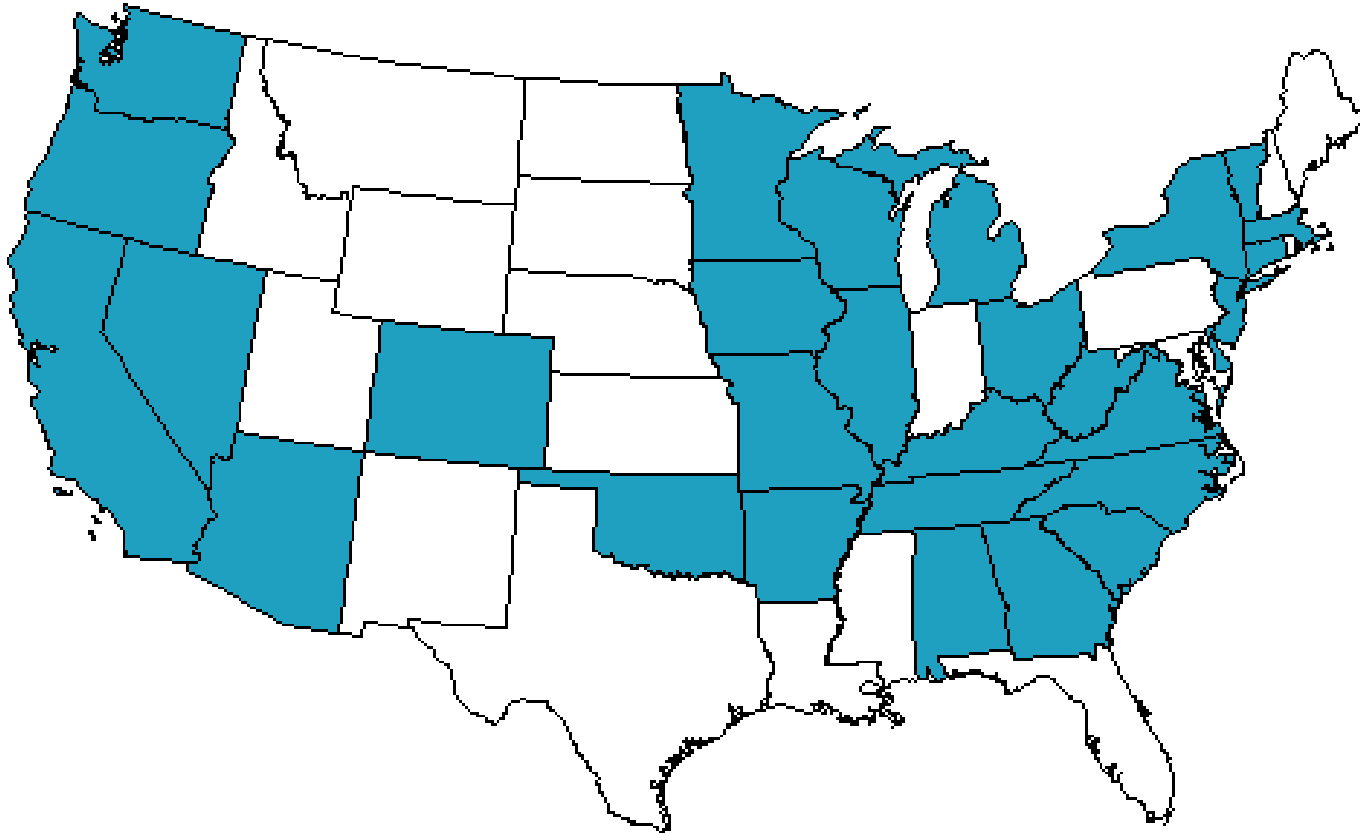
- Improving qualifications
- Funding scholarships and wage supplements
- Building capacity of higher education to respond to demand and new roles (infant toddler staff, ecd literacy specialists, etc)
- Assuring articulation across higher education
- Developing new leaders



Pre k continues to grow

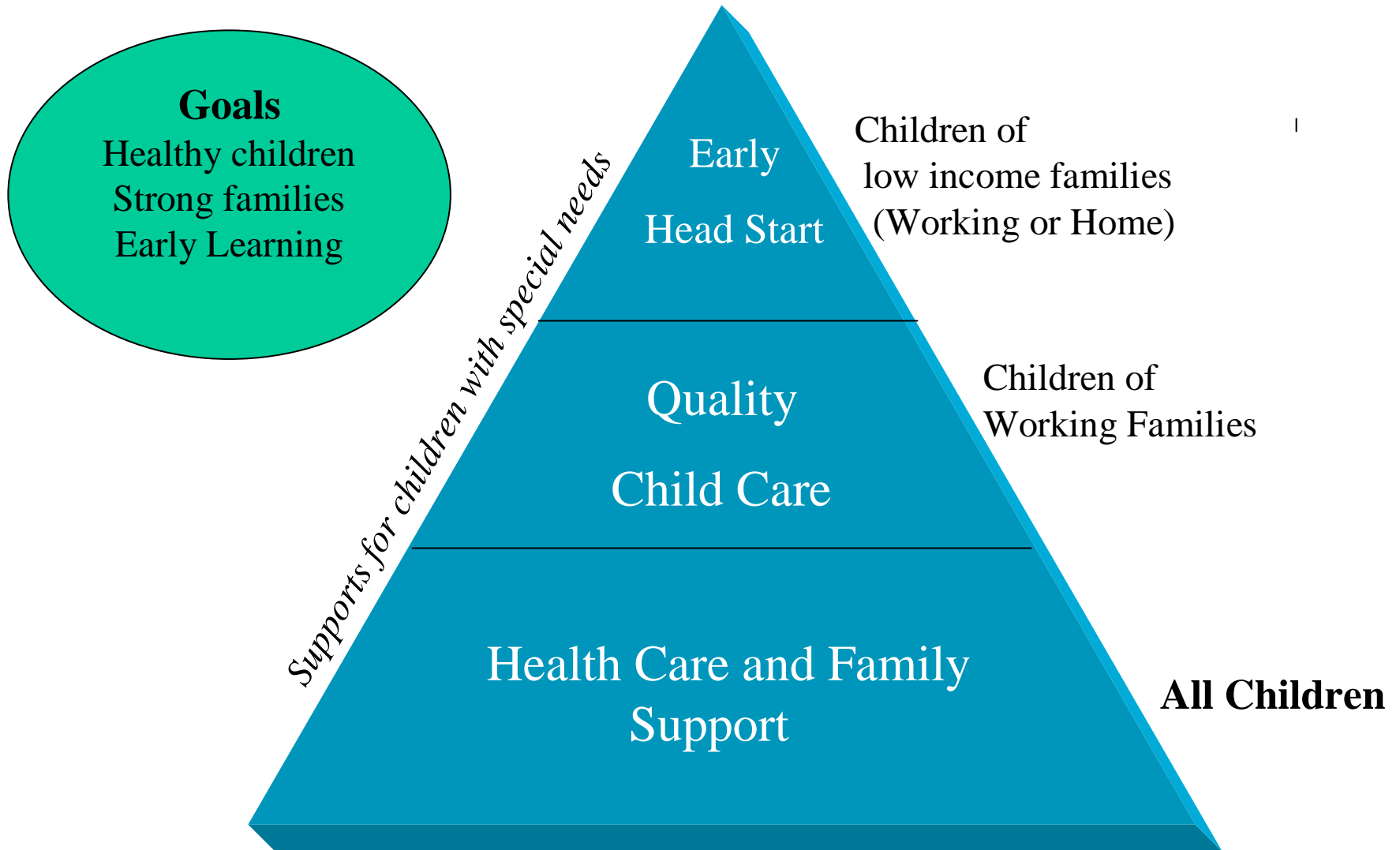
- Some states serve all 4's, some target to low income communities, some states serve 4's, others 3-4's
- State funding formula (ME, NE, OK, VT, WI, DC)
- Competitive grants from state
- Decision by local advisory committee

2004 study found 29 states integrating pre-k funding into community based settings (CLASP)



- Some states report more than half of pre-k children in community-based settings, for example, AL, CT, DE, GA, NJ, NY, NC, OH, and OR.
- Other states in flux or developing policies at time of survey, e.g. FL, MD, and PA.

Policy Choices to Promote Early Childhood Development 0-3



Prenatal to Age Three

Universal Access to:

- Prenatal care
- Health insurance
- Medical home
- Developmental screening and follow-up
- Parenting resources and support
- Family leave

Working Families: Access to Quality Child Care

- Trained and credentialed providers
- Infant Toddler Specialists in Every Community
- Family Child Care Networks
- Outreach to Family, Friends and Neighbor Providers
- Linkages to health, mental health and early intervention

Low Income Families: Access to Early Head Start

- Comprehensive services (health, education, family support, special needs services) through center based, home based or combination programs



Birth-3 initiatives

- Kansas Early Head Start
- Missouri Parents as Teachers
- Tennessee ITS-It Starts with Babies
- California Paid Family Leave



Next steps....

- Build off your strengths
- Develop a 0-5 early learning system
- Increase resources in a way that unifies the system and improves quality
- Create more cohesive governance
- Involve communities
- Forge public-private partnerships